

**Objective**

The student will identify meaning in word play.

**Materials**

- ▶ Books  
*Select books with puns, riddles, figurative language, palindromes, and other types of word play.*
- ▶ Sticky notes

**Activity**

Students read texts and mark favorite types of word play using sticky notes.

1. Provide students with books and sticky notes.
2. Students read through books.
3. Use sticky notes to tag at least three selections that feature favorite word play.
4. Read selections, discuss why they were chosen, and their meanings with partner.
5. Peer evaluation

"The magician turned into the driveway! That's funny! You can read it two ways -- like the magician is driving a car or performing a magic trick."

**Extensions and Adaptations**

- ▶ Record favorite word play and possible meanings (Activity Master V.034.SS).
- ▶ Write examples of word play (e.g., riddles, tongue twisters, Tom Swifities, palindromes, anagrams, oxymorons, idioms, metaphors, similes, hyperboles, euphemisms, and acronyms).

Name \_\_\_\_\_

Pun Fun

V.034.SS

Possible Meanings					
Word Play					



### Objective

The student will identify meaning in word play.



### Materials

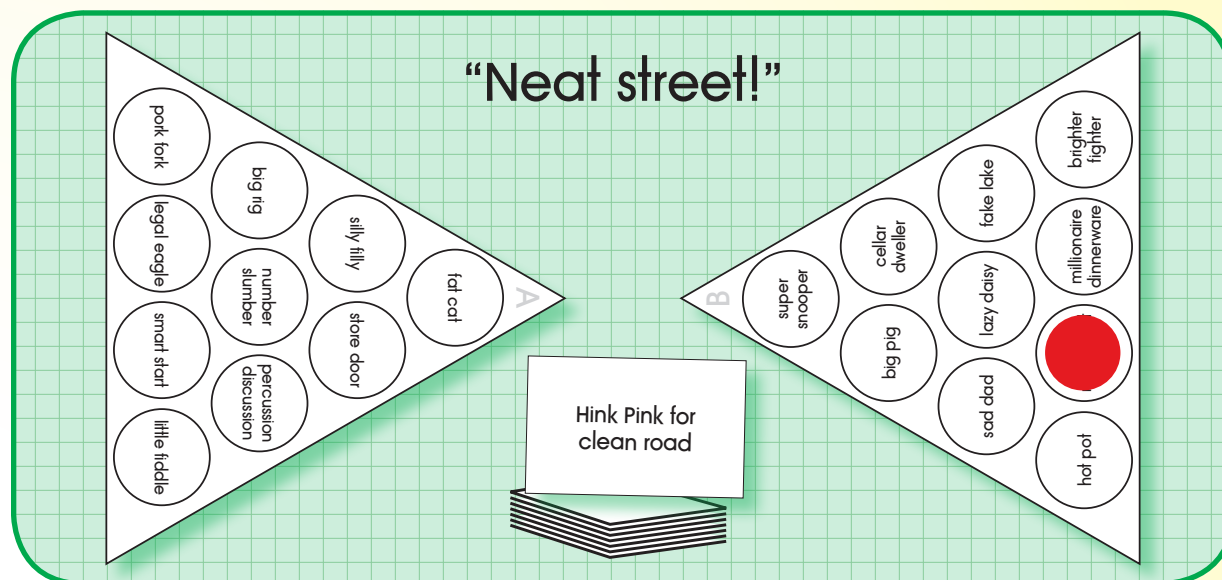
- ▶ Hink Pink triangles (Activity Master V.035.AM1a - V.035.AM1b)  
*Hink Pinks are riddles with answers that are a pair of rhyming words with the same number of syllables. A Hink Pink has one syllable (e.g., fat cat), a Hinky Pinky has two syllables (e.g., lazy daisy), and a Hinkity Pinkity has three syllables (e.g., millionaire dinnerware).*
- ▶ Meaning cards (Activity Master V.035.AM2a - V.035.AM2c)
- ▶ Answer key (Activity Master V.035.AM3a - V.035.AM3b)  
*An answer key is provided for optional use.*
- ▶ Game pieces (e.g., counters)



### Activity

Students find Hink Pinks that correspond to meanings by playing a matching game.

1. Place meanings cards face down in a stack. Provide each student with a different Hink Pink triangle and game pieces.
2. Taking turns, students select the top meaning card from the stack and read it (e.g., Hink Pink for clean road).
3. Look for Hink Pink on triangle that fits meaning (i.e., neat street). Read Hink Pink and place game piece on that spot. Place meaning card in a discard pile.
4. If no Hink Pink is found which matches meanings, place card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



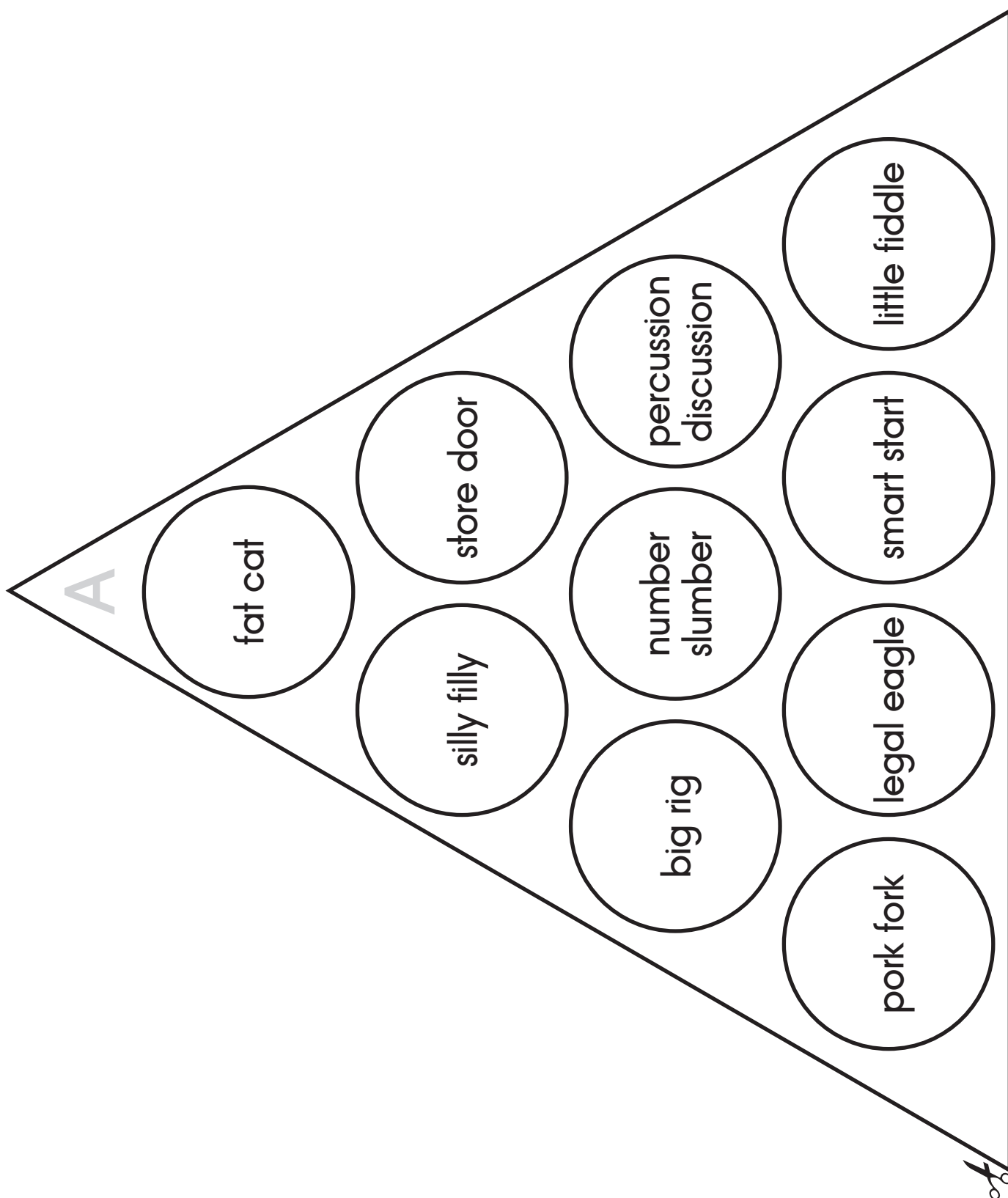
### Extensions and Adaptations

- ▶ Make more meaning cards (Activity Master V.001.AM4) and Hink Pink triangles (Activity Master V.035.AM4).

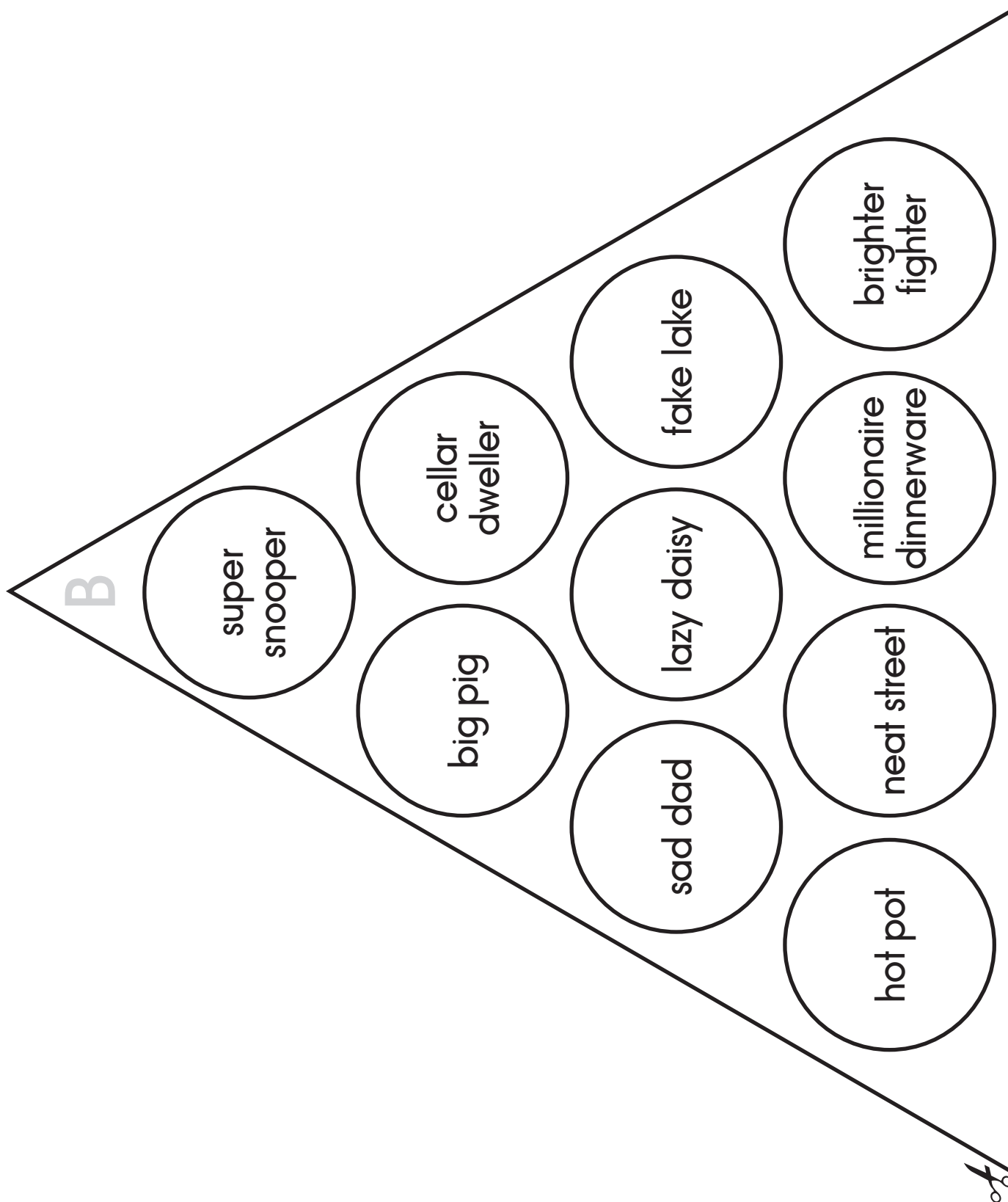
# Vocabulary

Hink Pink Think!

V.035.AM1a



hink pink triangle A



hink pink triangle B

# Vocabulary

Hink Pink Think!

V.035.AM2a

Hink Pink for  
overweight feline

Hinky Pinky for  
funny female horse

Hink Pink for  
shop entrance

Hink Pink for  
large truck

Hinky Pinky for  
when numerals  
sleep

Hinkity Pinkity for  
talking drums

Hink Pink for  
used to eat  
pig meat

Hinky Pinky for  
lawful bird

meaning cards



# Vocabulary

V.035.AM2b

Hink Pink Think!

Hink Pink for  
intelligent beginning

Hinky Pinky for  
small violin

Hinky Pinky for  
great detective

Hink Pink for  
huge hog

Hinky Pinky for  
one who lives  
in a basement

Hink Pink for  
unhappy father

Hinky Pinky for  
tired flower

Hink Pink for  
body of water  
that is not real

meaning cards



# Vocabulary

Hink Pink Think!

V.035.AM2c

Hink Pink for  
boiling pan

Hink Pink for  
clean road

Hinkity Pinkity for  
rich people's  
dishes

Hinky Pinky for  
smarter boxer

meaning cards



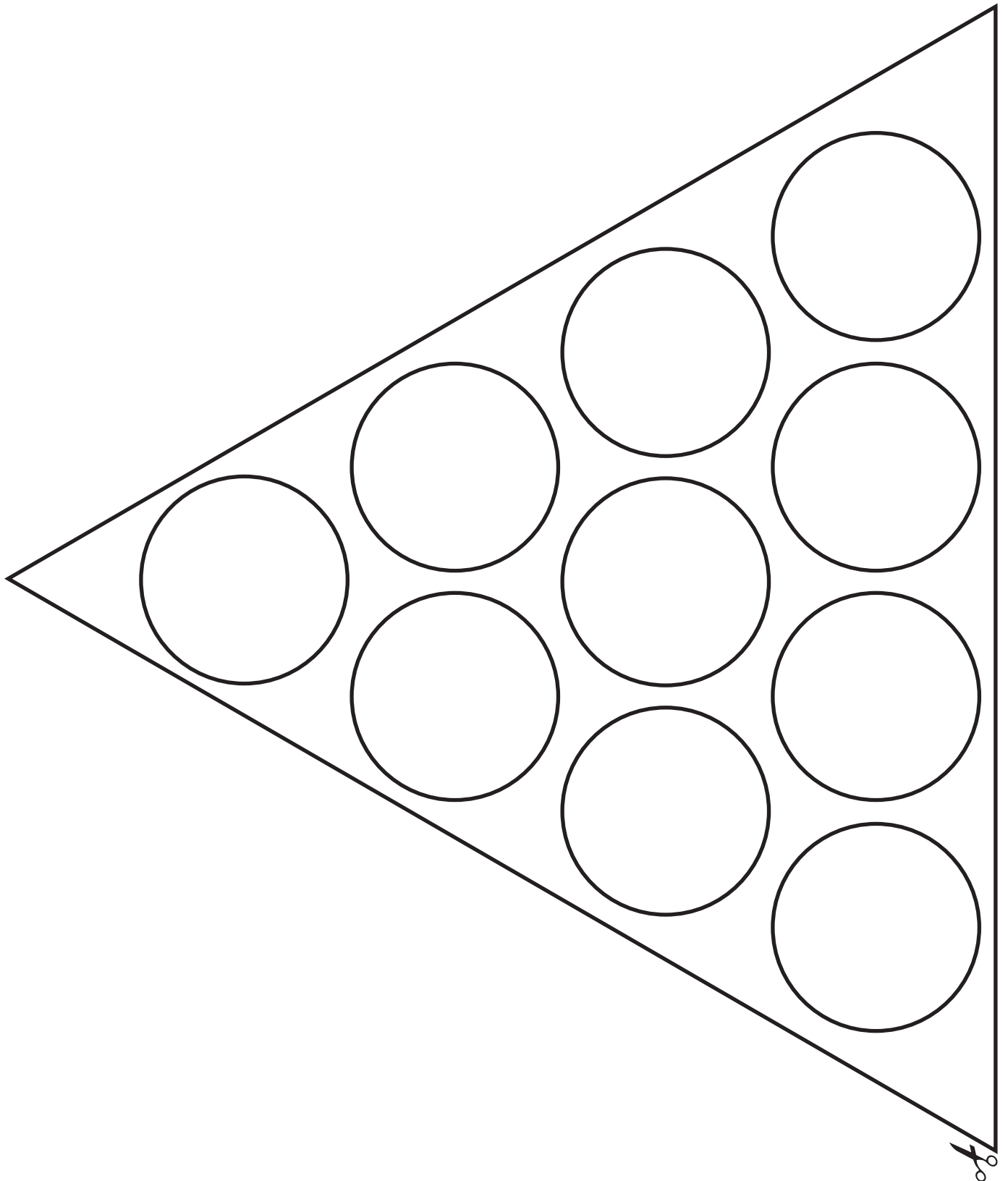


## Answer Key A

Hink Pink for overweight feline	fat cat
Hinky Pinky for funny female horse	silly filly
Hink Pink for shop entrance	store door
Hink Pink for large truck	big rig
Hinky Pinky for when numerals sleep	number slumber
Hinkity Pinkity for talking drums	percussion discussion
Hink Pink for used to eat pig meat	pork fork
Hinky Pinky for lawful bird	legal eagle
Hink Pink for intelligent beginning	smart start
Hinky Pinky for small violin	little fiddle

## Answer Key B

Hinky Pinky for great detective	super snooper
Hink Pink for huge hog	big pig
Hinky Pinky for one who lives in a basement	cellar dweller
Hink Pink for unhappy father	sad dad
Hinky Pinky for tired flower	lazy daisy
Hink Pink for body of water that is not real	fake lake
Hink Pink for boiling pan	hot pot
Hink Pink for clean road	neat street
Hinkity Pinkity for rich people's dishes	millionaire dinnerware
Hinky Pinky for smarter boxer	brighter fighter



blank triangle



### Up With Words



#### Objective

The student will produce more precise alternatives for overused words in context.



#### Materials

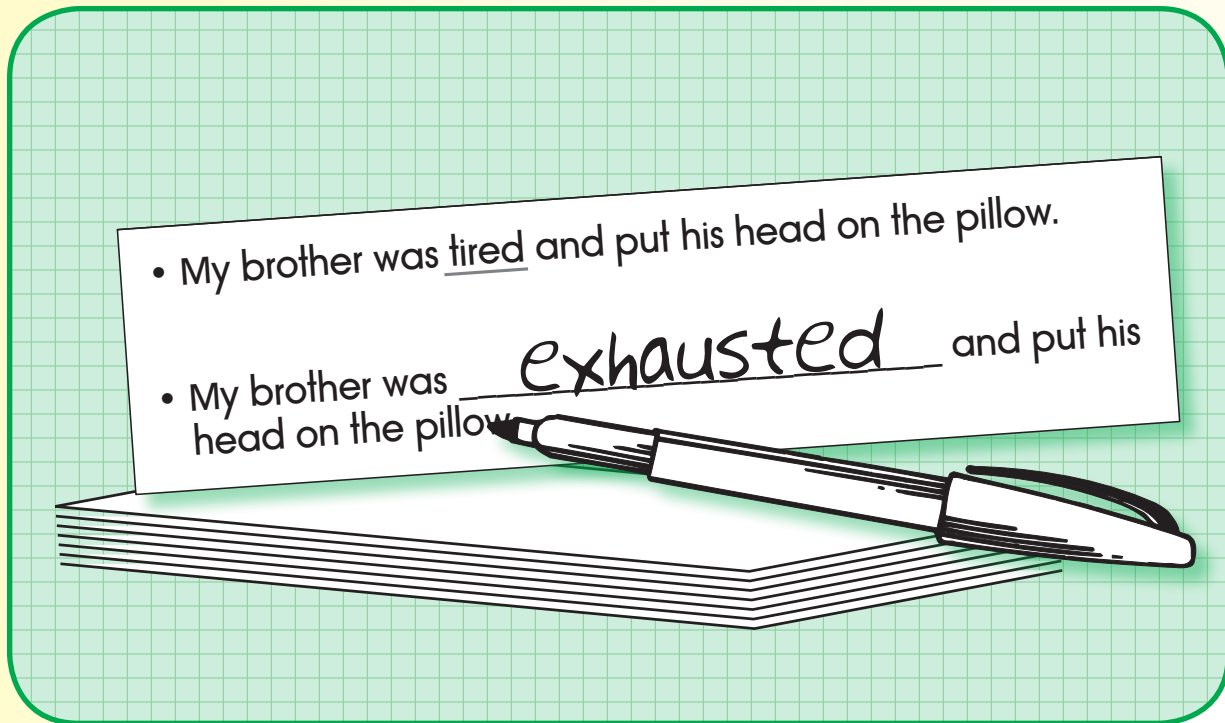
- ▶ Sentence cards (Activity Master V.036.AM1a - V.036.AM1d)  
*Laminate.*
- ▶ Vis-à-Vis® markers



#### Activity

Students substitute a more precise alternative word by completing sentences.

1. Place sentence cards face down in a stack. Provide each student with a Vis-à-Vis® marker.
2. Taking turns, student one selects the top sentence card from the stack and reads the sentence aloud. For example, “My brother was tired and put his head on the pillow.”
3. Reads and considers the underlined word. Identifies a word that more precisely completes the sentence. Writes it in the blank in the sentence at the bottom of the card (e.g., exhausted).
4. Places the card down. Student two reads the sentence using the chosen word. For example, “My brother was exhausted and put his head on the pillow.”
5. Reverse roles.
6. Continue until all sentence cards are used.
7. Peer evaluation



#### Extensions and Adaptations

- ▶ Use small word cards to complete the sentences. Use dictionary, if needed (Activity Master V.036.AM2).
- ▶ Make more sentence cards using target words (Activity Master V.036.AM3).

- My brother was tired and put his head on the pillow.
- My brother was \_\_\_\_\_ and put his head on the pillow.
- He complained and said the decision was unfair.
- He \_\_\_\_\_ and said the decision was unfair.
- The water flowed slowly from the faucet.
- The water \_\_\_\_\_ from the faucet.



# Vocabulary

Up With Words

V.036.AM1b

• The mission was successful so they headed for home.

• The mission was \_\_\_\_\_ so they headed for home.

• She expects that the news will be good.

• She \_\_\_\_\_ that the news will be good.

• They left the building due to its dangerous conditions.

• They \_\_\_\_\_ the building due to its dangerous conditions.



• This is a higher quality computer because it can do more.

• This is a \_\_\_\_\_ computer because it can do more.

• She is late for class every day.

• She is \_\_\_\_\_ for class every day.

• The baby cries weakly and you can hardly hear him.

• The baby \_\_\_\_\_ and you can hardly hear him.



# Vocabulary

Up With Words

V.036.AMId

• The grass looked wet and shiny with the dew on it.

• The grass \_\_\_\_\_ with the dew on it.

• The answers he gave us were correct.

• The answers he gave us were \_\_\_\_\_.

• The directions were confusing and we got lost.

• The directions were \_\_\_\_\_ and we got lost.





drowsy

protested

trickled

glistened

accomplished

anticipates

abandoned

whimpers

tardy

superior

accurate

perplexing



# Vocabulary

## Up With Words

# V.036.AM3

[illegible]



## Objective

The student will identify the meaning of words in context.



## Materials

- ▶ Meaning cards (Activity Master V.037.AM1a - V.037.AM1b)  
*These are marked with a number that corresponds to the question cards.*  
*If words in this activity are not appropriate for your students, use words that are more applicable.*
- ▶ Question cards (Activity Master V.037.AM2)  
*Underlined word is the answer.*  
*Look at the watermark number on the front and write the same number on the back of the card.*



## Activity

Students use meanings of words to answer questions.

1. Place question cards face down in rows. Place meaning cards face down in a stack.
2. Working in pairs, student one selects the top card from the meaning card stack and tells student two the number on the card. Student two looks for the question card with the matching number and picks it up without revealing it to student one.
3. Student one reads each word and meaning aloud. Student two reads the question aloud.
4. Student one answers the question by choosing the best word. Student two checks to see if the answer is correct by looking at the underlined word.
5. If correct, student two gives the question card to student one who places the cards down together and face up. If incorrect, student two states the correct answer, gives the card to student one who places it down with the meaning card face up.
6. Reverse roles and continue until all cards are read.
7. Peer evaluation

"If a man completes a marathon, is he a capable or an available runner?"

"He's capable. That means that he was able to run the marathon."

If a man completes a marathon is he a capable or an available runner?

capable means able to do something  
available means able to be used or obtained

6

7

8



## Extensions and Adaptations

- ▶ Write more meaning cards (Activity Masters V.037.AM3) and question cards (Activity Master V.001.AM4).

# Vocabulary

Choice Meanings

V.037.AM1a

1  
capable means able to do something

available means able to be used  
or obtained

2  
introduce means to present someone  
or something

inspect means to look at something carefully

3  
respond means to act or do something as a  
reaction to something else

permit means to make something possible

4  
assure means to overcome somebody's doubt

disappoint means to not be as good as  
was hoped

meaning cards



5  
concentrate means to think intensely  
about something

glance means to look at something quickly

6  
donate means to give

conserve means to use sparingly

7  
dismiss means to give permission to leave

recognize means to identify somebody

8  
inspire means to stimulate (motivate) somebody  
to do something

resemble means to be like somebody



# Vocabulary

Choice Meanings

V.037.AM2

<p>If a man completes a marathon is he a <u>capable</u> or an available runner?</p>	<p>If I want you to meet a friend of mine do I want to <u>introduce</u> or inspect him?</p>
<p>Does a police officer permit or <u>respond</u> when there is an emergency?</p>	<p>Will the doctor dissappoint or <u>assure</u> the patient by telling her she will get well?</p>
<p>If a student is studying for a test, should he <u>concentrate</u> or glance at the information he is reading?</p>	<p>Is turning water off while brushing your teeth a way to donate or <u>conserve</u> water?</p>
<p>Does a teacher <u>dismiss</u> or recognize the students when the bell rings at the end of the day?</p>	<p>Is it difficult to tell twins apart who inspire or <u>resemble</u> each other?</p>

question cards



# Vocabulary

V.037.AM3

Choice Meanings

# \_\_\_\_\_

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# \_\_\_\_\_

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# \_\_\_\_\_

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# \_\_\_\_\_

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blank meaning cards



# Vocabulary



## Words in Context

V.038

### Meaning Extender



#### Objective

The student will identify the meaning of words in context.



#### Materials

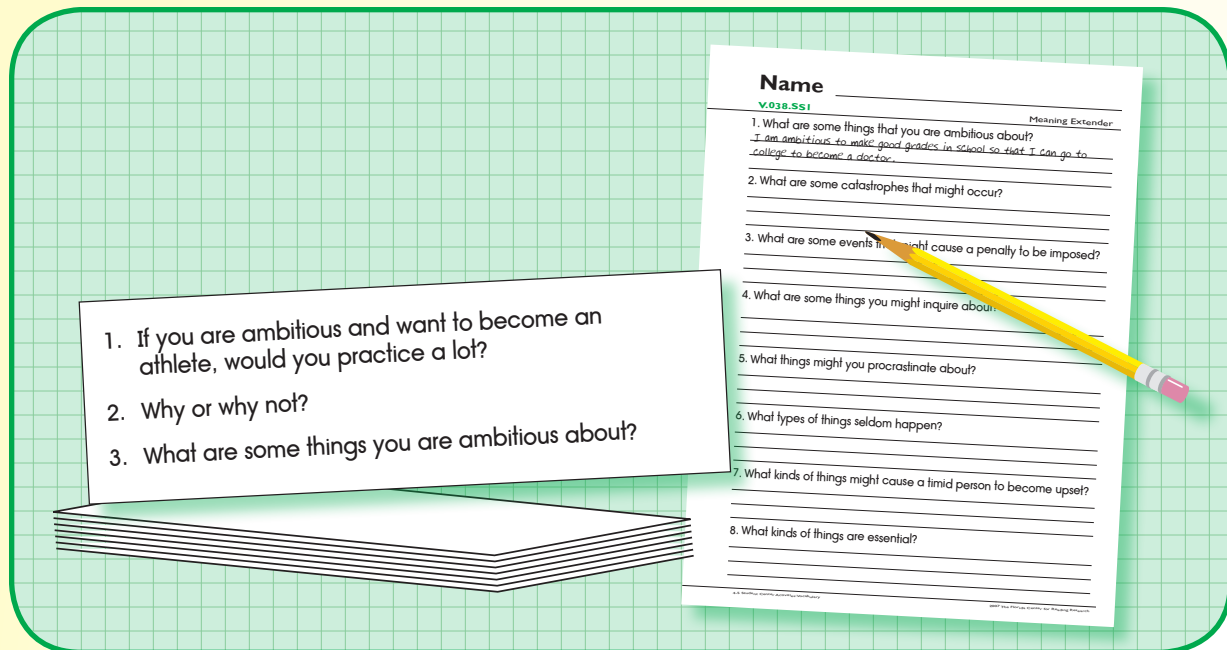
- ▶ Question cards (Activity Master V.038.AM1a - V.038.AM1b)  
*Note: If words in this activity are not appropriate for your students, use words that are more applicable.*
- ▶ Student sheet (Activity Master V.038.SS1)
- ▶ References (e.g., dictionary or glossary)
- ▶ Pencils



#### Activity

Students demonstrate understanding of words by applying them to a variety of contexts.

1. Place question cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack, read the first question aloud, and answer yes or no. Use dictionary, if necessary.
3. Read second question and explain why or why not.
4. Read third question and brainstorm the answer.
5. Record answers to third question on student sheet using complete sentences.
6. Read answers to each other.
7. Reverse roles and continue until all cards are read.
8. Teacher evaluation



#### Extensions and Adaptations

- ▶ Make question cards using previously introduced target words (Activity Master V.038.AM2).
- ▶ Write target word in the box and corresponding examples in the circles (e.g., the word *ambitious* is written in the box and *go to college*, *make good grades*, *become doctor* are written in the circles (Activity Master V.038.SS2)).



1. If you are ambitious and want to become an athlete, would you practice a lot?
2. Why or why not?
3. What are some things you are ambitious about?

1. If a catastrophe occurred in your town, would you be likely to invite friends to visit?
2. Why or why not?
3. What are some catastrophes that might occur?

1. If you have to pay a penalty, are you buying something?
2. Why or why not?
3. What are some events that may cause a penalty to be imposed?

1. If you inquire about the weather, do you want to find out what it is going to be like outside?
2. Why or why not?
3. What are some things you might inquire about?



# Vocabulary

Meaning Extender

V.038.AM1b

1. If you procrastinate, are you more likely to do some thing right now?
2. Why or why not?
3. What things might you procrastinate about?

1. If you seldom get sick, is your health good?
2. Why or why not?
3. What types of things seldom happen?

1. Would a timid person be the first one to walk into a scary house?
2. Why or why not?
3. What kinds of things might cause a timid person to become upset?

1. If it is essential to be at a meeting, do you have to be there?
2. Why or why not?
3. What kinds of things are essential?

question cards



# Name \_\_\_\_\_

**V.038.SSI**

Meaning Extender

1. What are some things that you are ambitious about?

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2. What are some catastrophes that might occur?

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3. What are some events that might cause a penalty to be imposed?

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4. What are some things you might inquire about?

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5. What things might you procrastinate about?

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6. What types of things seldom happen?

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7. What kinds of things might cause a timid person to become upset?

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8. What kinds of things are essential?

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# Vocabulary

Meaning Extender

V.038.AM2

1. \_\_\_\_\_

\_\_\_\_\_

2. Why or why not? \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. Why or why not? \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. Why or why not? \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

\_\_\_\_\_

2. Why or why not? \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

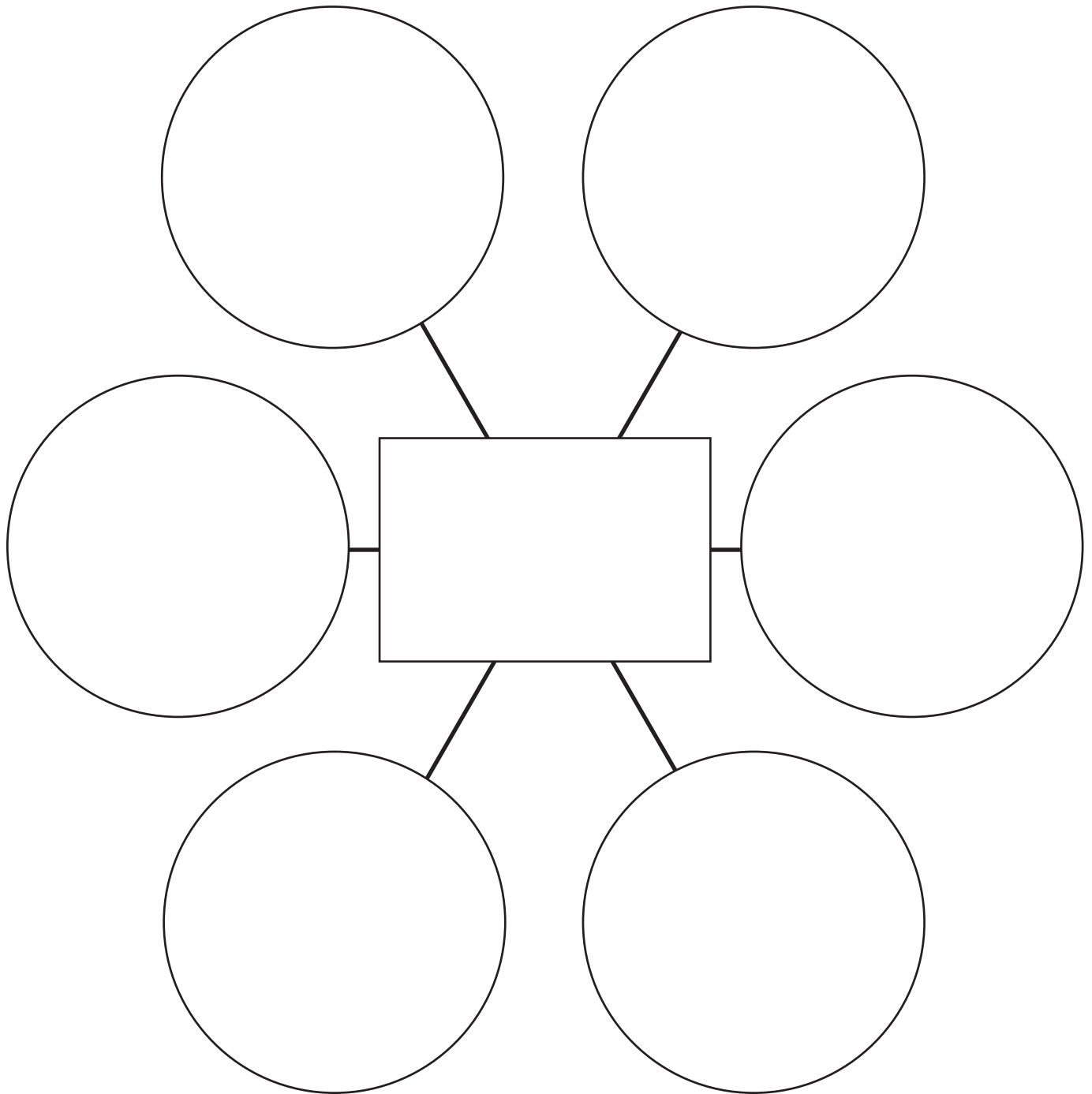
question cards



**Name** \_\_\_\_\_

**V.038.SS2**

**Meaning Extender**





### Word Share



### Objective

The student will identify the meaning of words in context.



### Materials

- ▶ Narrative or expository text  
*Choose familiar or challenging text. Provide each student with a copy.*  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master V.039.SS1)
- ▶ Dictionary
- ▶ Pencils

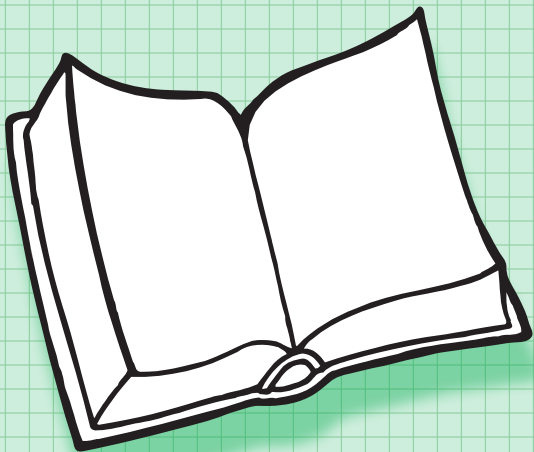


### Activity

Students find, discuss, record, and define selected words in text.

1. Provide students with text, student sheet, and dictionary.
2. Taking turns, students read paragraphs of the text and choose words that are interesting, new, challenging, or important.
3. Discuss words, why they were chosen, what they mean, and how they contribute to the text.
4. Record each word on the student sheet as discussed. Use dictionary, as needed.
5. Continue reading selection until complete.
6. Teacher evaluation

"Instead of using a word like 'small' the author used the word 'miniature' to describe the pony. This word is more specific and helps to paint a better picture of the pony."



Word	Page number	Why Chosen	Meaning
miniature	35	I liked the way the word looked because I saw it like words in it.	miniature means a very small model of something.

Name \_\_\_\_\_

V.039.SS1

Word Share



### Extensions and Adaptations

- ▶ Write sentences or a paragraph using as many of the chosen words as possible.
- ▶ List favorite words while reading (e.g., library books, basals, subject matter, billboards) to use in writing (Activity Master V.039.SS2).

# Name \_\_\_\_\_

**V.039.SSI**

Word Share

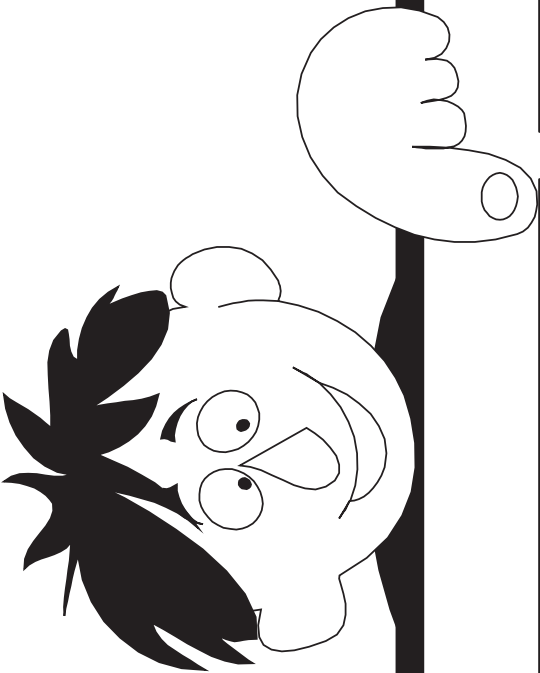
Word	Page number	Why Chosen	Meaning
1.			
2.			
3.			
4.			
5.			

Name \_\_\_\_\_

Word Share

V.039.SS2

## Favorite Word List







### Objective

The student will use strategies to identify the meaning of words in context.



### Materials

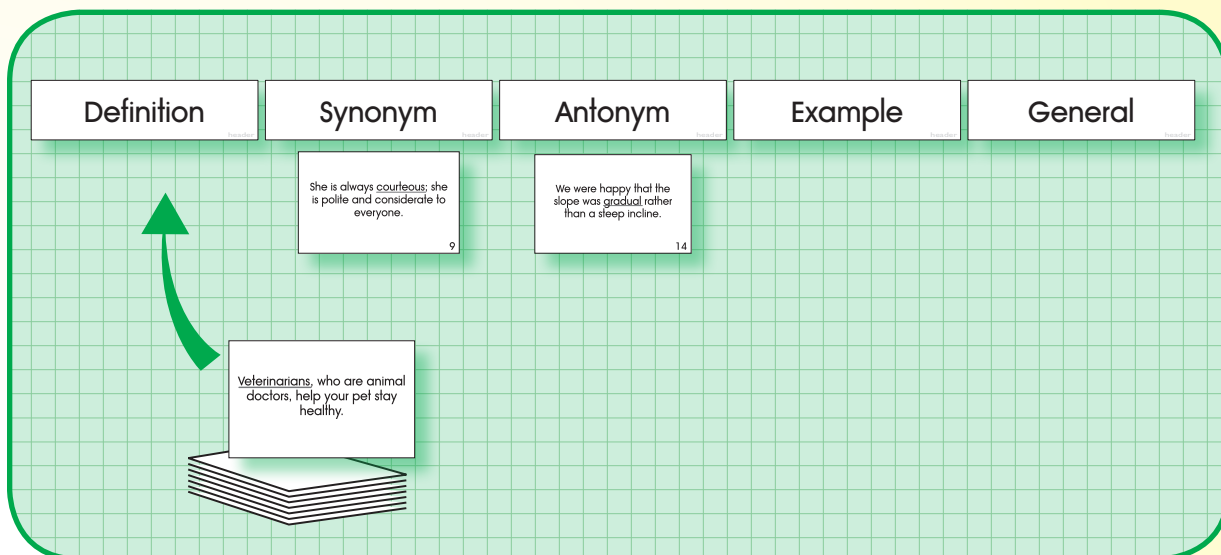
- ▶ Header cards (Activity Master V.040.AM1)
- ▶ Context Clue cards (Activity Master V.040.AM2a - V.040.AM2b)  
*The numbers of the cards correspond to headers in the following manner: Definition - 6, 13, 18; Synonym - 1, 9, 11; Antonym - 8, 14, 16; Example - 3, 5, 15; General - 2, 12, 17.*  
*Optional: Provide students with a copy of the bookmark that features the context clues (Activity Master V.041.AM1).*  
*If text in this activity is not appropriate for your students, use text that is more applicable.*



### Activity

Students read text containing context clues that assist with determining the meaning of unfamiliar words and sort by type.

1. Place header cards face up in a row. Place Context Clue cards face down in a stack.  
Provide each student with a student sheet.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Look at the underlined word. Decide what type of context clue is used to assist with understanding the meaning of the word.
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation



### Extensions and Adaptations

- ▶ Identify the type of context clues in each example (Activity Master V.040.SS).  
Answers: 1-Synonym, 2-Example, 3-General, 4-Antonym, 5-Definition
- ▶ Add examples in which context clues do not help with meaning and sort with others (Activity Master V.040.AM3). Answers for No Context Clues: 4, 7, 10
- ▶ Write other Context Clue cards to sort (Activity Master V.001.AM4).

# Definition

header

# Synonym

header

# Antonym

header

# Example

header

# General

header



# Vocabulary

V.040.AM2a

Context Clues

<p>The factory <u>manufactures</u>, or makes, parts for computers.</p> <p>13</p>	<p><u>Veterinarians</u>, who are animal doctors, help your pet stay healthy.</p> <p>18</p>
<p><u>Ecology</u>, which is the study of organisms and the environment, should be important to everyone.</p> <p>6</p>	<p>She is always <u>courteous</u>; she is polite and considerate to everyone.</p> <p>9</p>
<p>When he reached the <u>summit</u>, he was amazed at what he could see from the top of the mountain.</p> <p>1</p>	<p>He was a very <u>generous</u> man who always gave his time and money to help organizations.</p> <p>11</p>
<p>We were happy that the slope was <u>gradual</u> rather than a steep incline.</p> <p>14</p>	<p>He worked hard to <u>conquer</u> his fears so they would not beat him.</p> <p>16</p>

context clue cards



# Vocabulary

Context Clues

V.040.AM2b

<p>The citizens tried to save the building, but in the end they lost and it was <u>demolished</u>.</p> <p>8</p>	<p><u>Deciduous</u> trees such as oak, elm, and maple, grow in many parts of the county.</p> <p>15</p>
<p>Landscaping, horse training, and fishing are types of <u>occupations</u> that are done outdoors.</p> <p>5</p>	<p>Reading, spelling, math, social studies, and science are part of the elementary <u>curriculum</u>.</p> <p>3</p>
<p>The <u>innocent</u> man was greeted happily by his family.</p> <p>17</p>	<p>Since the brothers <u>quarrel</u> all the time, their mother wonders if they will ever live near each other.</p> <p>12</p>
<p>She is so <u>responsible</u>, we knew that if we left her in charge to watch the children, they would be safe and happy.</p> <p>2</p>	

context clue cards



# Name \_\_\_\_\_

V.040.SS

Context Clues

Example	Context Clue Type
1 He <u>demonstrated</u> how to make the recipe. He showed us everything from measuring the ingredients to serving it to guests.	
2 <u>Burrowing</u> animals such as moles, armadillos, and groundhogs all dig holes, tunnels, or homes in the ground.	
3 It was so <u>convenient</u> to be able to meet here and have lunch with you. I'm glad that I didn't have to drive across town.	
4 Unfortunately, the discussion ended in a <u>dispute</u> even though we were hoping we could have agreed on this issue.	
5 She likes to <u>procrastinate</u> , or delay, doing things until the last moment.	

## No Context Clue

header



The students used lockers that were in the corridor because there were no closets in the classroom.

4

We traveled to the outskirts of town to meet our friends and go to the birthday party.

7

She will compete after school and then go home to do her homework.

10





### Objective

The student will use strategies to identify the meaning of words in context.



### Materials

- ▶ Text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Context clues bookmark (Activity Master V.041.AM1)
- ▶ Sticky notes  
*Small slips of paper can also be used.*
- ▶ References (e.g., dictionary or glossary)
- ▶ Pencils

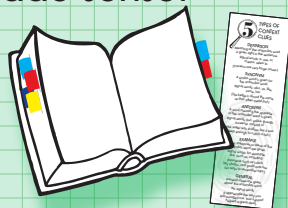


### Activity

Students determine the meaning of unfamiliar words by using context clues.

1. Provide each student with a copy of the text, student sheet, sticky notes, context clues bookmark, and references.
2. The students read the first paragraph or page of the text silently and think about the meaning.
3. Identify unfamiliar words. Attempt to determine meaning by using context clues. Use the bookmark as a reference for the types of context clues and signal words. Write the word on a sticky note and place it on the page where the word appears. Wait for partner to finish the page or paragraph.
4. Discuss the meaning of the text, any unfamiliar words, and the context clues that are used to determine meaning with partner.
5. If unable to determine the meaning of the word(s) ask partner for assistance. If still unable to determine the meaning of the word, look it up in the dictionary and discuss meaning.
6. Continue until the text is read and discussed with partner.
7. Peer evaluation

"I read the word 'extinct' which was unfamiliar. The sentence read, 'The dinosaurs lived long ago, but now they are extinct.' I noticed the word 'but' which is a signal word for an antonym -- so I knew that extinct might mean the opposite of lived. When I used it in the sentence, it made sense."



### Extensions and Adaptations

- ▶ Complete the student sheet (Activity Master V.041.SS).
- ▶ Write an explanation of how a context clue was used to determine the meaning of the unfamiliar words on the back of the student sheet.
- ▶ Use copy of the text and circle unfamiliar words and underline the context clues and signal words.



## 5 TYPES OF CONTEXT CLUES

### DEFINITION

Meaning of the unfamiliar word is given right in the sentence.

Signal words: is, are, or, means, refers to

(Caverns are very large caves.)

### SYNONYM

A similar word is given for the unfamiliar word.

Signal words: also, as, like, same, too

(She is cautious crossing the street and also careful riding her bike.)

### ANTONYM

A word meaning the opposite of the unfamiliar word is given.

Signal words: but, unlike, though however, instead of

(The water was shallow, but it was deep enough to catch a fish.)

### EXAMPLE

Samples, instances, or ideas of the unfamiliar word are given.

Signal words: for example, like, such as, including

(Souvenirs such as T-shirts, key chains, and postcards are fun ways to remember trips.)

### GENERAL

General clues are given about the unfamiliar word.

No signal words

(I appreciate the way you encouraged me. I won first prize.)

## HOW I CAN USE CONTEXT CLUES TO FIGURE OUT THE MEANING OF UNFAMILIAR WORDS.

1. Think about the five types of context clues.
2. Look for words, phrases, and signal words that may help to figure out the meaning of the unfamiliar word.
3. If necessary, reread or read ahead to find other clues about the word.
4. Use the clues to help figure out the meaning of the word.
5. Try the learned meaning in the sentence.
6. If it makes sense, continue reading.
7. If no clues are available, or if unable to figure out the meaning, look the word up in the dictionary.





# Name \_\_\_\_\_

**V.04I.SS**

**Get A Clue!**

Unfamiliar Word	Clue Used? YES NO	If yes, context clue type	Meaning



### Cloze Encounters



#### Objective

The student will use strategies to identify the meaning of words in context.



#### Materials

- ▶ Altered text

*Copy text, white out target vocabulary, and draw a line where word was deleted.*

*Provide a word bank of the deleted vocabulary. Word bank can be listed on the copy of the altered text or listed on separate sheet.*

- ▶ Pencil



#### Activity

Students choose words based on meaning to complete sentences in text.

1. Provide the student with a copy of the altered text and word bank.
2. The student reads the text and pauses after reading a sentence with a blank.
3. Uses context clues and reads the words in the word bank to select a word that best completes the sentence.
4. Reads the sentence with the selected word.
5. If sentence sounds correct, writes selected word in the blank. If sentence doesn't sound correct, selects another word.
6. Continues until the text is complete.
7. Reread the completed text.
8. Teacher evaluation

**Chaos in the Kitchen**

Jill and her dad went to the bakery for breakfast. Jill could see the baker placing trays in the massive oven. The baker asked Jill if she would like a \_\_\_\_\_ of the kitchen. Jill smiled and said, "Yes!"

The baker \_\_\_\_\_ how the large \_\_\_\_\_ worked, showed them the oven, and the huge baker's \_\_\_\_\_ told them how he combines the \_\_\_\_\_ to make \_\_\_\_\_.

As Jill listened, the \_\_\_\_\_ switch on the giant mixing machine caught her eye. She \_\_\_\_\_ her hand and flipped the switch. "Whirl" went the machine. The baker, Jill, and her dad tried to \_\_\_\_\_ out of the way. Chocolate cake batter \_\_\_\_\_ around the room and all over Jill. The baker \_\_\_\_\_ toward the machine a turned it off. Jill wanted to cry and was afraid to look at her dad or the baker. \_\_\_\_\_ the baker started to laugh. Then, Jill's dad started to laugh. Jill still felt dreadful, but she began to giggle too.

Jill's dad sat and had a cup of coffee while Jill \_\_\_\_\_ up the chocolate cake batter. When she had \_\_\_\_\_ the job, she asked the baker to accept her \_\_\_\_\_ for making the mess. He smiled and said, "That's okay." Then, he \_\_\_\_\_ her a box to take with her. When she got outside the bakery, she \_\_\_\_\_ in the box to see a huge piece of chocolate cake. Jill smiled.

**WORD BANK**

lunged	ingredients	splattered	offered
<del>mess</del>	glistening	cleaned	peered
demonstrated	extended	dart	four
preparation	completed	apology	unexpectedly



#### Extensions and Adaptations

- ▶ Work with a partner to complete the altered text. Use the original text provided by the teacher to check answers.



## Objective

The student will use strategies to identify the meaning of words in context.



## Materials

- ▶ Text  
*Choose text within students' instructional-independent reading level range.  
Copy and attach to the student sheet.*
- ▶ Student sheet (Activity Master V.043.SS)  
*Provide students with multiple sheets, if necessary.*
- ▶ References (e.g., dictionary or glossary)  
*Optional: Provide students with a Word Winner bookmark (Activity Master V.044.AM1).*
- ▶ Pencil



## Activity

Students determine the meanings of unfamiliar or unknown words and rewrite sentences to demonstrate understanding.

1. Provide the student with a copy of the text, a student sheet, and references.
2. The student reads the text silently and thinks about the meaning.
3. Rereads the text and underlines unfamiliar words.
4. Writes the underlined words on the student sheet.
5. Writes the meaning of each word by using context clues, word parts (affixes and roots), and references.
6. Rewrites sentences containing the unfamiliar words by using the learned meanings.
7. Continues until all unfamiliar words are defined and used in rewriting original sentences.
8. Teacher evaluation

The illustration shows a student sheet (Activity Master V.043.SS) and a text passage titled "Feline Flees". The student sheet has a table with three columns: "Unknown Word", "Meaning", and "Sentence". The first row is filled with the word "situated", the meaning "located", and the sentence "He lived inside an enormous house that was located next to a river." A yellow pencil is shown writing on the sheet. The text passage "Feline Flees" describes a cat named Sam who lives inside a house and wants to go outside. It includes details about Sam's owner, Matt, and Sam's daily routine.

Unknown Word	Meaning	Sentence
situated	located	He lived inside an enormous house that was located next to a river.

**Feline Flees**

Sam was an orange, fat feline. He lived inside an enormous house that was situated next to a river. Everyday, Sam lounged in a chair and gazed out the window. His desire was to go outside and play. But Sam's owner, Matt, never allowed him to go outside. As Sam looked out the window, he daydreamed about being able to go outside to play. Through the window, he watched the river flow, birds fly in the air, and rabbits run through the yard. He would relax in the chair and think about the day when he could go outside. He decided he would contrive a way to get outside. He was sure he would have more fun outside than sitting on a chair inside.

The next day, Sam waited patiently by the door when he was sure Matt was getting ready to leave. Sam knew that when Matt picked up the car keys, he had to make his move! He sat by the door and waited. Matt picked up his car keys, moved toward the door, turned the doorknob and opened the door. At that same instant, Sam bolted out of the house. Sam was finally free! He ran as fast as he could. He was finally going to be able to pursue the birds and rabbits and sit in the grass beside the river. Suddenly, something made Sam stop running. He tried to suddenly turn, but he was too late. He had run into the garage.



## Extensions and Adaptations

- ▶ Discuss the meaning of the text with a partner.
- ▶ Write a summary of the text using the learned words.

**Name** \_\_\_\_\_

Looking for Meaning

**V.043.SS**

Sentence						
Meaning						
Unknown Word						



## Objective

The student will use strategies to identify the meaning of words in context.



## Materials

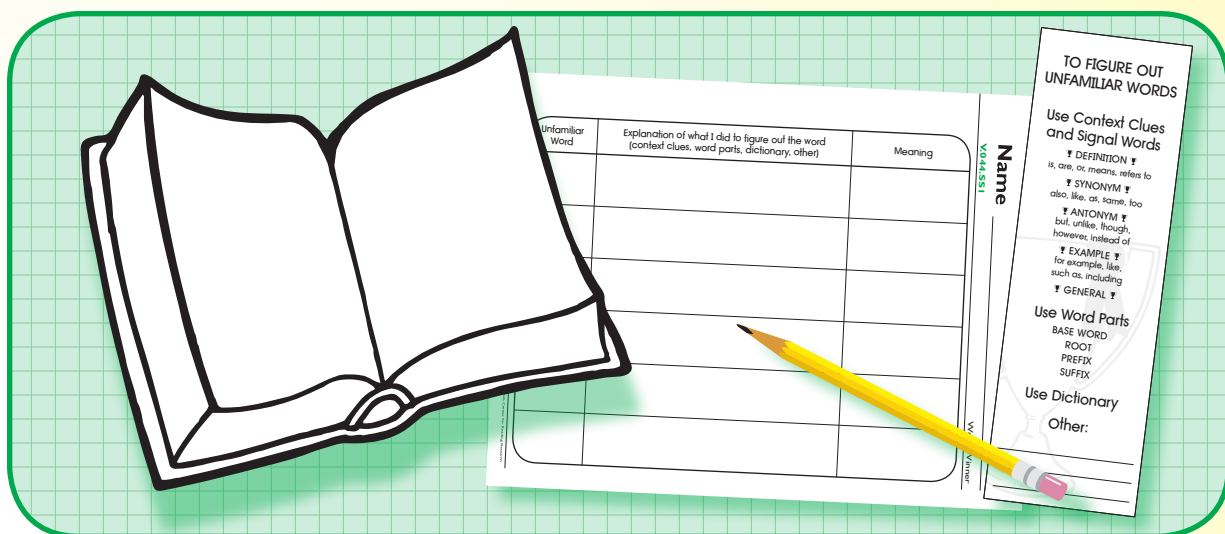
- ▶ Text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Word Winner bookmark (Activity Master V.044.AM1)  
*Copy, fold, laminate, and cut.*
- ▶ Student sheet (Activity Master V.044.SS1)
- ▶ Dictionary
- ▶ Pencil



## Activity

Students gain understanding of the meaning of words by using strategies.

1. Provide the student with text, a bookmark, and a student sheet.
2. The student reads the text. Stops at unfamiliar words. Thinks about a strategy or strategies to figure out the meaning (e.g., context clues, words parts). Looks at bookmark for ideas about strategies, if needed.
3. Uses strategy or strategies to determine the meaning of the word.
4. Uses the meaning in the original sentence and decides if it makes sense.
5. Confirms by looking word up in the dictionary, if necessary.
6. Records the word, strategy or strategies used to understand the meaning, and the meaning of the word on the student sheet.
7. Continues until entire text is read.
8. Teacher evaluation



## Extensions and Adaptations

- ▶ Discuss text, learned words, and vocabulary strategies with a partner.
- ▶ Use graphic organizer to show word-learning strategies (Activity Master V.044.SS2).

## TO FIGURE OUT UNFAMILIAR WORDS

### Use Context Clues and Signal Words

#### 🏆 DEFINITION 🏆

is, are, or, means, refers to

#### 🏆 SYNONYM 🏆

also, like, as, same, too

#### 🏆 ANTONYM 🏆

but, unlike, though, however, instead of

#### 🏆 EXAMPLE 🏆

for example, like, such as, including

#### 🏆 GENERAL 🏆

### Use Word Parts

BASE WORD

ROOT

PREFIX

SUFFIX

### Use Dictionary

Other:

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## STEPS FOR FIGURING OUT AN UNFAMILIAR WORD

1.

Look for context clues and signal words in the sentence of the unfamiliar word and other nearby sentences.

2.

Break the word into word parts (roots, prefixes, base words, and suffixes). Identify the meaning of each part, then put the meanings together to figure out the whole word.

3.

Attempt to determine the meaning of the word and use it in the sentence.

4.

If necessary, look the word up in the dictionary.

Other:

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Name \_\_\_\_\_

V.044.SSI

Word Winner

Unfamiliar Word	Explanation of what I did to figure out the word (context clues, word parts, dictionary, other)	Meaning

# Name \_\_\_\_\_

Word Winner

V.044.SS2

Word	
parts of word	
part	meaning
part	meaning
part	meaning
part	meaning

Context Clues and Signal Words

possible meaning of the word

possible meaning used in original sentence

Did my meaning make sense  
in the sentence? Yes or No

NO

YES

write dictionary meaning

Good job!!  
Keep reading.